



Altrincham College
Special Educational Needs and/ or Disability (SEND) Policy

Updated by: Aimi Noonan (SENDCo) **Date:** September 2020

Approved by: Governing Body **Date:** January 2021

SEND Policy

This policy has been formulated with due regard to the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015) and the Equality Act 2010.

Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENDCo) is Aimi Noonan (0161 980 7173; ahm@altrinchamcollege.com). The SENDCo is a member of the Senior Leadership Team. The Deputy SENDCo is Sylvia Crossley (scy@altrinchamcollege.com). The School Governor for SEND is Mrs K. Stepanova. The SENDCo reports to the Governing Body on SEND issues.

Inclusion at Altrincham College

Altrincham College is committed to providing a broad and balanced curriculum that meets the needs of all pupils. We believe that all children are unique and we value every individual's abilities and achievements. All pupils are entitled to be fully included in all aspects of school life, including extra-curricular activities.

Provision for pupils with SEND is a matter for all members of our school community. Teachers are responsible and accountable for the progress and development of all pupils in their classes, including those pupils with SEND. Teaching assistants (TAs) provide additional support within the classroom to help to remove the barriers to learning for pupils with SEND, who are unable to make sufficient progress despite Quality First Teaching (QFT). A programme of Continuous Professional Development ensures that all teachers deliver QFT to remove barriers to learning for pupils with SEND.

Special Educational Needs and/ or Disability

The Special Educational Needs and Disabilities Code of Practice, updated 1 May 2015, defines a pupil with special educational needs as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they

- (a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Code of Practice does not assume that there are hard and fast categories of SEND, but recognises that special educational needs and provision can be considered as falling under four broad areas:

- communication and interaction

- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

The Graduated Approach

Provision to meet a pupil's SEND follows a graduated approach as required by the SEND Code of Practice (2015), which is a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. This is described in more detail below in 'Provision'.

Quality First Teaching

Quality First Teaching (QFT) is the first step in removing the barriers to learning for pupils who have SEND, which is the delivery of high-quality, inclusive teaching. The majority of pupils with SEND will have their needs met in this way.

SEND Support

Where additional provision is required to allow a pupil to make sufficient progress, pupils will have their needs met via our school's SEND support. This is the term used to describe provision that is additional to, and different from that which is available as part of QFT. It is funded from our school's own resources.

The SENDCo will decide on the level of provision in consultation with colleagues and parents/ carers. If, after an appropriate period of time and several cycles of the graduated approach, the pupil continues to make less than expected progress, then the SENDCo will consult with and draw upon the advice of appropriate professionals from external agencies to assess whether there is a need to access additional, external support.

If, following a period of SEND Support, a pupil is making expected progress, the provision which is additional to, and different from other pupils will cease and the pupil will receive QFT in the classroom to allow them to continue to make progress.

Education, Health and Care Plan (EHCP)

If, after a sustained period of time, and multiple cycles of the graduated approach including consultation with external agencies, a child or young person continues to make insufficient progress in their area of need, then the SENDCo, in consultation with parents/ carers and acting on the advice of professionals, may decide to make a formal request for an EHC Needs Assessment.

The EHCP is designed to facilitate collaboration between Education, Health and Social Care services to provide integrated support for the child or young person with SEND and has additional funding attached to fund provision to meet the child/ young person's needs.

Only a minority of pupils with SEND would need an EHCP (3.1% nationally; DfE, January 2020).

A request for assessment would be submitted by the SENDCo and would include evidence or information about:

- the views of the child/ young person and parents
- involvement of other professionals including written reports
- a background and history of special educational needs for the child/ young person
- a detailed description of the current SEND for the child/ young person in each of the four broad areas of need
- a detailed description and costings of the cycles of the graduated approach that have been in place for the child/ young person
- the pupil's health including the pupil's medical history where relevant
- academic progress and attainment, including any results from standardised tests
- any involvement by Social Services or the Educational Welfare Officer

If an EHCP is issued, a pupil's SEND provision will be summarised in the document. Altrincham College will undertake to carry out the specific requirements outlined in the EHCP. This provision will be formally reviewed annually.

Provision

The graduated approach is a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. At Altrincham College, the graduated approach includes the following:

Assess

On entry to our school, all pupils will have their word recognition, spelling, reading comprehension, handwriting speed and typing speed assessed, giving a standardised result. Pupils will also undergo a dyslexia screener. The school carries out MIDYIS testing. This information, alongside Key Stage 2 attainment data and advice gained from Primary School allows us to determine the level of support that each pupil requires. In addition, any external agencies working with the child at Key Stage 2 will make contact with the school to ensure a smooth transition to secondary education.

Enrolment forms completed when a pupil accepts a place at Altrincham College contain fields in which parents can share any SEND concerns with the school. Parents and carers can also share their concerns with the Special Educational Needs and/ or Disability Coordinator (SENDCo) prior to their child's commencement at the school via year 6 EHCP Annual Reviews/ Transition Meetings; the Year 7 Welcome Evening; through telephone/email contact or through virtual meetings by appointment.

Information on all new intake pupils is analysed and used to determine the level of support required by each pupil. Information is analysed by the:

Admissions Officer
SENDCo
Head of Year for Year 7
Pastoral Management Team
The Inclusion Team

Ongoing Assessment

The progress of pupils monitored by the SEND department, as well as those receiving SEND Support, is reviewed termly. In addition, progress data for the whole year group is reviewed termly to highlight any pupils who are consistently underachieving. This then enables the SEND department and pastoral team to determine any underlying reasons for the lack of progress and put the necessary support in place to facilitate progress.

Concerns Raised By Parents

Parents would make contact in the first instance with the Head of Year or Pastoral Manager for their year group to raise concerns. Our Pastoral Managers in school are all very experienced previous members of the SEND department and have a wealth of knowledge and expertise in this area. Referral to the SENDCo is made if necessary. The SEND team would investigate any parental concerns.

Concerns can be raised at online Parents Evenings, on the telephone, by email, via pre-arranged online meetings or by completing a SEND concern form on our school website.

Concerns Raised by Teachers

We have a referral system in school through which any member of staff can raise a concern about the needs of a pupil. This referral will be investigated by the SEND team and parental contact will be made to share the concerns raised by the member of staff.

Plan

Information about pupils with SEND is disseminated to all teaching and support staff via Individual Education Plans (IEPs). For pupils being monitored by the SEND department, information about the barriers to learning and appropriate Quality First Teaching (QFT) strategies to support these pupils are shared via the IEP. For pupils receiving SEND Support, they also have individual progress targets with strategies and provision that is additional to, and different from other pupils to allow them to be successful in their targets. IEPs are available for all staff to view securely.

Do

Provision offered to support pupils with SEND is bespoke to each child's needs and include:

- TA support in mainstream classes
- Literacy intervention during morning registration
- IDL intervention, a multi-sensory computer programme designed to address the literacy needs of all pupils, including those with specific learning difficulties
- Spelling and Maths 'Shed' intervention, a catch-up spelling and maths scheme giving 100% coverage of the KS2 National Curriculum

- Lego therapy and social story sessions
- Lunchtime pastoral, social and homework support
- For a very small number of KS3 students with an EHCP, withdrawal from some Modern Foreign Languages (MFL) lessons to be taught literacy with a multi-sensory approach in a small group
- For a very small number of KS4 students with an EHCP, a reduced number of GCSEs studied to overlearn GCSE Maths and English Literature/ Language
- Support with social and emotional aspects of learning
- Counselling sessions
- Mentoring to meet the complex SEMH needs of pupils
- Access to sensory toys
- Access to our WISHES programme (Wellness in School Hub Extra Sessions) to address anxiety
- Work with the Educational Psychologist on specific targets

Some of the TAs are available to assist with the personal care of pupils, if requested in their EHCP.

Review

Teaching staff complete termly progress updates for all year groups. IEPs are reviewed and updated termly using this information as part of the graduated approach. Progress against targets is assessed and recorded, and new targets are set where necessary.

Impact of intervention is measured using a number of sources of information: re-testing of standardised scores, the Boxall Profile to measure impact on emotional wellbeing of pupils, improvement in attitudinal scores on termly progress reports, increase in number of subjects in which a pupil is working at their target flightpath, improvement in attendance, impact on achievement of positive and negative behaviour points.

For students who have an Education, Health and Care Plan (EHCP), Annual Reviews are arranged as part of the statutory procedure.

Ongoing Assessment

Progress data for the whole year group is also reviewed termly to highlight any pupils who are consistently underachieving. This then enables the SEND department and pastoral team to determine any underlying reasons for the lack of progress and arrange appropriate intervention and support.

Evaluating Success

The success of our school's SEND Policy and Provision is evaluated through:

- reviewing of IEPs to evaluate progress as part of the graduated approach
- review of progress made following intervention programmes
- the Academy Improvement Plan
- external/internal results, assessments and progress data tracking
- Statutory Annual Reviews of EHCPs

Partnership with Parents

Altrincham College aims to promote co-operation between parents/ carers, the Academy and the Local Authority (LA).

This is achieved through:

- ensuring all parents/ carers are made aware of the School's arrangements for SEND
- informing parents/ carers of their child's access to SEND Support
- inviting parents/ carers to all appropriate reviews
- SEND 'Coffee and Cake' events to share information about the SEND department and services available through the LA
- engagement with LA services and attendance to termly Trafford SENDCo forums by the SENDCo to stay abreast of updates and training at the LA level
- operating an 'open door' approach between parents/ carers, the SLT and the SENDCo.

For more information view Trafford's Local Offer to be found via:

www.trafford.gov.uk/localoffer

**The complaints policy for Altrincham College can be found on our website.
The review of this policy will be initiated by the SENDCo in Autumn 2021 or in the event of Government changes in legislation or to the Code of Practice.**